### **Physical Education Progression of Skills at Maids Moreton**



# **Gymnastics**

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Health and Fitness</b>	Health and	Health and	Health and	Health and	Health and	Health and
Describe how the	<u>Fitness</u>	<u>Fitness</u>	<u>Fitness</u>	<u>Fitness</u>	<u>Fitness</u>	<u>Fitness</u>
body feels hen still	Describe how	Recognise and	Recognise and	Describe how the	Know reasons for	Understand
and when	the body feels	describe how the	descrube tge	body reacts and	warm ups and	importance of
exercising.	before, during	body feels during	effects of exercise	different times	cool downs.	warm ups and
	and after	and after different	on the body.	and how this		cool downs
<b>Acquiring and</b>	exercise.	physical activities.		affects	Explain safety	
<b>Developing skills</b>			Know the	performance.	principles for and	Carry warm ups
Create short	Carry	Explain why they	importance of		during exercise.	and cool downs
sequences of	equipment	need to stay	strength and	Explain why		out effectively.
movements.	safely.	healthy.	flexibility for	exercise is good	<b>Acquiring and</b>	
			physical activity.	for health.	<b>Developing skills</b>	Know ways they
Roll in different	<b>Acquiring and</b>	Acquiring and			Select ideas to	can become
ways with control.	Developing	Developing skills	Explain why it	Know some	compose specific	healthier.
	<u>skills</u>	Copy, explore and	important to	reasons for warm	sequences of	
Travel and stretch	Create and	remember actions	warm up and cool	ups and cool	movements,	Acquiring and
in different ways.	perform a	and movements	down.	downs.	shapes and	Developing skills
	movment				balances.	Create their own
Jump in a range of	sequence.	Link actions to	Acquiring and	<b>Acquiring and</b>		complex
ways from one		make a sequence.	Developing skills	<b>Developing skills</b>	Adapt sequences	sequences
space to another.	Copy actions		Choose ideas to	Create a sequence	to fit new criteria.	including full
	and	Travel in a variety	compose a	of actions that fits	Perform jumps,	range of actions
		of ways	movement	a theme.	shapes and	and movements:

Begin to balance	movement	Hold a still shape	indepednently	Use an increasing	balances fluently	travelling,
with control.	sequences.	whilst balancing	and with others.	range of actions,	and with control.	balancng, holding
Move around,		on different body		directions and		shapes, jumping,
under, over and	Link two	parts.	Link combinations	levels	Confidently	leaping, vaulting
through different	actions.		of ations with		develop the	and stretching.
objects and	Recognise and	Carry out simple	increased	Move with clarity	placement of	
equipment.	сору	stretches.	confidence,	and fluency.	body parts in	Demonstrate
	contrasting		including changes		balances,	precise and
Rolls	actions	Carry out a range	in direction of	Show changes of	recognsiing their	controlled
Curled side roll	(small/tall/	of jumps safely	speed, level or	direction, speed	centre of gravity.	placement of
(egg roll)	wide/narrow)	with increased	direction.	and level during a		body parts.
		control and		performance.	Apply skills and	
Log roll (pencil	Travel in	balance.	Move with co-		techniques	Apply skills and
roll)	different		ordiation, contorl	Travel in different	consistently.	techniques
	ways,	Climb onto and	and care.	ways, including		consistently with
Teddy Bear roll	changing	jump off the		flight.	Combine	precision.
	speed and	equopment safely.	Use turns and		equipment to	
<u>Jumps</u>	direction.		jumps in	Improve body	create sequences.	Develop strength,
Straight jump		Move with	movements.	placement		technique and
	Hold still	increasing control			<u>Rolls</u>	flexibility
Tuck jump	shapes and	and care.	Begin to use	Carry out	Crouched forward	throughout
	simple		equipment to	balances,	roll.	performances.
Jumping jack	balances.	<u>Rolls</u>	vault.	recognising the		
		Curled side roll		positon of their	Forward roll from	<u>Rolls</u>
Half turn jump.	Carry out	(egg roll) with	Create interesting	centre of gravity	standing.	Crouched forward
	simple jumps.	control	body shapes	and how this		roll.
Travelling and		Log roll (pencil	whilst holding	affects balance.	<u>Jumps</u>	
<u>Linking</u>	Move around,	roll) with control	balances with		Straight jump	Forward roll from
Tiptoe, step, jump	under, over	Teddy Bear roll	control and	Develop good	Tuck jump	standing.
and hop	and through	with control	confidence.	technique when		
	different			travelling,	Jumping jack	<u>Jumps</u>
						Straight jump

Shapes and	objects and	<u>Jumps</u>	Begin to show	balancing and	Half turn jump.	Tuck jump
<u>Balances</u>	equipment.	Straight jump	flexibility in	using equipment.		
Standing balances			movements.		Star jump	Jumping jack
	Rolls	Tuck jump		Develop strength,		
Compete/Perform	Curled side		Rolls	technique and	Pike jump	Half turn jump.
Control my body	roll (egg roll)	Jumping jack	Log roll (pencil	flexibility		
when performing	with control		roll) with control	throughout	Straight jump half	Star jump
a sequence of	Log roll (pencil	Half turn jump.		performances.	turn	
movements.	roll) with		Teddy Bear roll			Pike jump
	control	Cat spring	with control	Rolls	Straight jump full	
Participate in	Teddy Bear			Rocking for	turn	Straight jump half
simple games.	roll with	<u>Vaulting</u>	Rocking for	forward roll		turn
	control	Hurdle step onto	forward roll		Cat leap	
		springboard		<u>Jumps</u>		Straight jump full
	<u>Jumps</u>		<u>Jumps</u>	Straight jump	Cat leap half turn	turn
	Straight jump	Straight jump off	Straight jump			
		springboard		Tuck jump	Stag jump	Cat leap and Cat
	Tuck jump		Tuck jump			leap half turn
		Tuck jump off		Jumping jack	<u>Vaulting</u>	
	Jumping jack	springboard	Jumping jack		Hurdle step onto	Cat leap full turn
				Half turn jump.	springboard	
	Half turn	Travelling and	Half turn jump.			Stag jump
	jump.	Linking		Star jump	Star jump off	
		Tiptoe, step, jump	Star jump			<u>Vaulting</u>
	<u>Vaulting</u>	and hop		Pike jump	Tuck jump off	Hurdle step onto
		Hopscotch	Pike jump			springboard
	Straight jump			Straight jump half	Straddle on vault	
	off spring	Skipping	Cat leap	turn		Star jump off
	board				Straddle jump off	
		Galloping	<u>Vaulting</u>	Straight jump full		Tuck jump off
			Hurdle step onto	turn	Pike jump off	
			springboard			Straddle on vault

Travelling and	Straight jump half		Cat leap	Travelling and	
Linking	turn	Star jump off	'	Linking	Straddle jump off
Tiptoe, step,			Cat leap half turn	Tiptoe, step, jump	
jump and hop	Shapes and	Tuck jump off		and hop	Straddle over
	Balances		<u>Vaulting</u>	·	vault
Hopscotch	Standing balances	Straddle jump off	Hurdle step onto	Hopscotch	
			springboard	Skipping	Pike jump off
Skipping	Kneeling balances	Pike jump off			
			Star jump off	Chassis steps	Travelling and
Galloping	Pike, tuck, star,	Travelling and			Linking
	straight, straddle	<u>Linking</u>	Tuck jump off	Galloping	Tiptoe, step, jump
<b>Shapes and</b>	shapes	Tiptoe, step, jump			and hop
<u>Balances</u>		and hop	Straddle jump off	Straight jump half	
Standing	Front and back			turn	Hopscotch
balances	support	Hopscotch	Pike jump off	Cat leap	Skipping
Kneeling	Balance with a	Skipping	Travelling and	Cat leap half turn	Chassis steps
balances	partner		<u>Linking</u>	Pivot	
		Chassis steps	Tiptoe, step, jump		Galloping
Pike, tuck,	Balance on		and hop	Shapes and	
star, straight,	apparatus	Galloping		<u>Balances</u>	Straight jump half
straddle			Hopscotch	1,2,3, and 4 point	turn
shapes	Large body part	Straight jump half	Skipping	balances	
	balances	turn			Cat leap, Cat leap
Compete/			Chassis steps	Balances on	half turn, Cat leap
<u>Perform</u>	Compete/Perform	Cat leap		apparatus	full turn
Perform	Perform		Galloping		
sequences of	sequences of their	Shapes and		Part body weight	Pivot
their own	own composition	<u>Balances</u>	Straight jump half	partner balances	
composition	with coordination.	Large and small	turn		
with some		part balances		Front and back	
coordination.			Cat leap	support	

Perform learnt	Perform learnt	includind standing	_Cat leap half turn	Pike, tuck, star,	Shapes and
skills with	skills with	and kneeling		straight saddle	<u>Balances</u>
some control.	increased control.		Pivot	shapes	1,2,3, and 4 point
		Balances on			balances
Personal	Personal	apparatus	Shapes and	Compete/Perform	
challenge.	challenge.		<u>Balances</u>	Perform own	Balances on
		Matching and	1,2,3, and 4 point	longer, more	apparatus
		contrasting	balances	complex	
		partner balances		sequences	Develop
			Balances on		technique, control
		Front and back	apparatus	Consistently	and complexity of
		support		perform and apply	partner weight
			Matching and	skills and	balances
		Compete/Perform	contrasting	techniques with	
		Develop the	partner balances	accuracy and	Group formations
		quality of actions		control	
		in their	Front and back		Front and back
		performance	support	Personal	support
				challenge	
		Perform with	Pike, tuck, star,		Pike, tuck, star,
		control and	straight saddle		straight saddle
		confidence	shapes		shapes
		Compete against	Compete/Perform		Compete/Perform
		themselves and	Perform and		Link actions to
		others in a	create sequences		create complex
		controlled manner	with fluency and		sequences.
			expression.		
		Personal			Perform a variety
		challenge	Apply skills and		of skills and
			techniques with		techniques
					confidently,

control and accuracy	consistently with precision
Personal challenge	Begin to record peers perfomances and evaluate these.
	Personal challenge

## **Games**



Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Health and</b>	<b>Health and Fitness</b>	Health and	<b>Health and Fitness</b>	Health and	Health and	Health and
<u>Fitness</u>	Describe how the	<u>Fitness</u>	Recognise and	<u>Fitness</u>	<u>Fitness</u>	<u>Fitness</u>
Describe how	body feels before,	Recognise and	describe the	Describe how the	Know and	Understand the
the body feels	during and after	describe how	effects of exercise	body reacts at	understand	importance of
when still and	exercise.	the body feels	on the body.	different times	reasons for	warming up and
when exercising		during and after		and how this	warming up	cooling down
	Carry and place	different	Know the	affects	and cooling	
Striking/Hitting	equipment safely	physical	importance of	performance	down	Carry out warm
Hit a ball with a		activities.	strength and			ups and cool
bat or raquet	Striking/Hitting		flexibility for	Explain why	Explain some	downs safely and
	Use hitting skills	Explain what	phyiscal activity.	exercise is good	safety	efficiently
<b>Throwing</b>	within a game	they need to		for health.	principles	
/Catching		stay healthy	Explain why it is			Know ways they
Roll equipment	Practice basic		important to warm	Give reasons for	Striking/Hitting	can become
in different ways	striking, sending and	Striking/Hitting	up and cool down	warming up and	Use different	healthier
	receiving	Strike or hit a		cooling down	techniques to	
Throw		ball with	Striking/Hitting		hit a ball	Striking/Hitting
underarm	Throwing/	increasing	Demonstrate	Striking/Hitting a		Hit a bowled ball
	Catching	control	successful hitting	<u>Ball</u>	Explore	over longer
Throw an object	Throw underarm and		and striking skills	Use a bat, raquet	different shots	distances
and a target	overarm	Learn skills for		or stick (hockey)	and when they	
		playing striking	Develop a range of	to hit a ball or	are best used	Use good hand-
Catch using two	Catch and bounce a	and fielding	skills in striking	shuttlecock with		eye coordination
hands	ball	games				

Travelling with	Use rolling skills	Position the	Practice correct	accuracy and	Practice	Understand how
a ball	within a game	body to strike a	batting technique	control.	techniques for	to serve to start a
Move a ball in		ball	and use it in a	Build a rally with a	all shots	game.
different ways,	Practice accurate		game	partner		
including	throwing and	Throwing/			Attacking/	
bouncing and	consistent catching	<b>Catching</b>	Strike a ball for	Accurately serve	<u>Defending</u>	
kicking		Throw different	distance	underarm	Choose best	Attacking/
	Travelling with a ball	types of			tactic for	<u>Defending</u>
Use equipment	Travel with a ball in	equipment in	Throwing/	Use hand eye	attacking and	Think ahead and
to control a ball	different ways	different ways	<u>Catching</u>	coordination to	defending	create a plan of
		Throw, catch	Throw and catch	strike a moving		attack or defence
Passing a ball	Travel with a ball in	and bounce a	with greater	and stationary	Shoot in a	
Kick an object at	different directions	ball with a	control and	ball.	game	Apply knowledge
a target		partner	accuracy			of skills for attack
	Passing a ball			Throwing/	Use fieldind	and defence
	Pass the ball to	Use throwing	Practice correct	<u>Catching</u>	skills to	
<u>Using space</u>	another player	and catching	technique for	Develop	prevent other	Throwing/
Move safely		skills in a game	catching a ball and	defifferent ways	team from	<u>Catching</u>
around the	Use kicking skills in a		use in a game	to throw and	scoring	Throw and catch
space and	game	Vary types of		catch		accurately and
equipment.		throw used	Perform a range of		Throwing/	successfully under
	Using space		catching and	Travelling with a	<u>Catching</u>	pressure in a
Travel in	Use different ways of	Throw a ball for	gathering skills	<u>ball</u>	Consolidate	game situation
different ways,	travelling.	distance		Move with a ball	different ways	
including			Catch with	using control and	or throwing	Travelling with a
sideways and	Run at different	Use hand eye	increasing control	fluency	and catching	<u>ball</u>
backwards.	speed	coordination to	and accuracy		and know	
		control a ball	Throw in different	Passing a ball	when each is	Show confidence
Attacking/	Begin to use space in		ways (high, low,	Pass the ball with	appropriate in	in using ball skills
<u>Defending</u>	a game	Travelling with	fast slow)	increasing speed,	a game	in various ways in
Play a range of		<u>a ball</u>		accuracy and		a game situation
chasing games.						

Tactics/Rules	Attacking/Defending	Bounce and kick	Travelling with a	success in game	Travelling with	Passing a ball
Follow simple	Begin to use the	a ball whilst	<u>ball</u>	situations	a ball	Choose and make
rules.	terms 'attacking and	moving	Move with the ball		Use a variety of	the best pass in a
Compete/	defending'		in a variety of	<u>Possession</u>	ways to dribble	game situation
<u>Perform</u>		Using kicking	ways with some	Occasionally help	in a game with	and link other
Control my body	Use simple defensive	skills in a game	control	towards their	success	skills e.g. passing
when	skills such as marking		Use two different	team keeping the		and moving and
performing	a player	Use dribbling	ways of moving	ball in a team	Use ball skills in	receiving on the
sequences or		skills in a game	with a ball in a	game	various ways	move
movements.	Use simple attacking		game			
	skills such as dodging	Passing a ball		Using Space	Passing a ball	<u>Possession</u>
Participate in	to get past a	Know how to	<u>Possession</u>	Make the best use	Pass a ball with	Keep and win back
simple games.	defender.	pass in different	Know how to keep	of space to pass	speed and	possession of the
		ways	track and win back	and receive a ball.	accuracy	ball
<u>Evaluate</u>	Tactics/Rules		possession in a			
Talk about what	Follow simple rules	Using space	team game	Attacking/	<u>Possession</u>	<u>Using space</u>
they have done.	to play games	Use different		<u>Defending</u>	Keep and win	Demonstrate a
		ways of	Passing a ball	Use a range of	back	good awarness of
Talk about what	Use simple defensive	travelling at	Pass the ball in	attacking and	possession	space.
others have	skills such as marking	different speeds	different ways in a	defending skills	effectively in a	
done.	a player		game situation	and techniques	team game	Attacking/
		Change speed	with some success			<u>Defending</u>
	Use simple attacking	and direction		Use fielding skills	<u>Using space</u>	Think ahead and
	skills such as dodging	whilst running	<u>Using space</u>	as an individual to	Demonstrate	create a plan for
	to get past a		Find useful space	prevent a player	increasing	attack and
	defender.	Bagin to choose	to support	scoring	awareness of	defence
		and use best	teammates		space	
	Compete/Perform	space in a game		<u>Tactics/Rules</u>		<u>Tactics/Rules</u>
	Perform using a		Attacking/	Vary tactics used		Follow and create
	range of actions and	Attacking/	<u>Defending</u>	in a game		complicated rules
	body parts with	<u>Defending</u>	Use simple			to play game
	some co-ordination		attacking and			successfully

Begin to perform	m Begin to use and	defending skills in	Adapt rules to	Tactics and	Lead others
learnt skills with	n understand the	a game	alter games	<u>Rules</u>	during a game
some control	terms 'attacking'			Know when to	
	and 'defending'	Use fielding skills	Compete/Perform	pass and	Compete/Perform
Engage in		to stop a ball from	Perform and apply	dribble in game	
competitve acti	vities Use at least one	travelling past	skills and		Perform and apply
and team game	s technique	them	techniques with	Devise and	a variety of skills
	successfully		control and	adapt rules	and techniques
<u>Evaluate</u>		Tactics/Rules	accuracy		
Watch and desc	cribe <u>Tactics/Rules</u>	Apply and follow			Take part in
performances		rules fairly	Take part in a		competitive
	Understand the		range of	Compete/	games
Begin to say how	w importance of	Understand and	competitive	<u>Perform</u>	
they could impr	rules in a game	begin to apply	games and	Consistently	<u>Evaluate</u>
		basic principles of	activities	perform and	Evaluate own and
	<u>Compete/</u>	invasion games		apply skills and	others work
	<u>Perform</u>		<u>Evaluate</u>	techniques	
	Perform	Know how to play	Watch, describe	with accuracy	
	sequences of	striking and	and evaluate	and control	
	their own	fielding games	effectiveness or		
	composition	fairly	performances,	<u>Evaluate</u>	
			giving ideas for	Choose and use	
	Perform learnt	Compete/Perform	improvements	criteria to	
	skills with	Develop the		evaluate own	
	increased	quality of the	Modify their use	and others	
	control	actions in their	of skills or	perfomances	
		performance	techniques to		
	Compete against		achieve better	Explain why	
	self and others	Perform learnt	results.	they have used	
		skills and		particular skills	
		techniques with		or techniques	

Pl	a suctional and	
<u>Evaluate</u>	control and	and the effect
Watch and	confidence	they have had.
describe		
performances	Compete and self	
	and others in a	
	controlled manner	
Talk about	<u>Evaluate</u>	
differences	Watch, describe	
between their	and evaluate the	
work and others	effectivness of a	
	performance	
	Describe how their	
	performance has	
	improved over	
	time.	

## **Dance**



Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Health and	<b>Health and Fitness</b>	<b>Health and Fitness</b>	<b>Health and Fitness</b>	Health and	Health and	Health and
<u>Fitness</u>	Describe how the	Recognise and	Recognise and	<u>Fitness</u>	<u>Fitness</u>	<u>Fitness</u>
Describe the	body feels before,	describe how the	describe the	Describe how the	Know and	Understand the
body when it	during and after	body feels during	effects of exercise	body reacts at	understand	importance of
is still and	exercise	and after physical	on the body	different times	reasons for	warming up and
when		activities		and how this	warming up and	cooling down
exercising	Carry and place		Know the	affects	cooling down	
	equipment safely.	Explain what they	importance of	performance		Carry out warm
Dance skills		need to stay	strength and		Explain some	ups and cool
Join in a	Dance skills	healthy	flexibility	Explain why	safety principles	downs safely
range of	Copy and repeat			exercise is good	when preparing	
different	actions	Dance skills	Explain why warm	for your health	and during	Understand why
movements		Copy, remember	ups and cool		exercise	exercise is good
together	Put a sequence of	and repeat actions	downs are	Know some		for health, fitness
	actions together		important	reasons for	Dance skills	and wellbeing
Change the	to create a motif	Create a short		warming up and	Identify and	
speed of		motif inspired by a	Dance skills	cooling down	repeat the	Know how they
actions	Vary the speed of	stimulus	Begin to improvise		movement	can become
	their actions		with a partner	Dance skills	patterns and	healthier
Change the		Change the speed		Identify and	actions of a	
style of	Use simple	and level of	Create motifs from	repeat	chosen dance	Dance skills
movements	choreographic	actions	different stimuli	performance	style	
	devices such as					

Create short	unison, canon and	Use simple	Begin to compare	patterns and	Compose	Identify and
movement	mirroring	choreogprahic	and adapt to	actions	individual, partner	repeat movement
phrases		devices such as	create a larger		and group dances	patterns
which	Begin to improve	unison, canon and	sequence	Compose a dance	Show a change of	
demonstrate	independently to	mirroring		that reflects a	pace and timng	Compose
their own	create a simple		Use simple dance	chosen style	through	individual, partner
ideas.	dance.	Use different	vocabulary to		movements	and group dances
		transitions	compare and	Confidently		
	Compete/Perform		improve work	improve with a	Develop and	Use dramatic
Compete/	Perform using a	Move in time to		partner or on their	awareness and	expression in
<u>Perform</u>	range of actions	music	Compete/Perform	own	use of space	dance movements
Control my	and body parts		Develop the			
body when	with some	Improve timing of	quality of actions	Compose longer	Demonstrate	Perform with
performing a	coordination	movements	in their	dance sequences	creativity and	confidence
sequence of			performance	in a small group.	imagination in the	
movements.	Begin to perform	Compete/Perform			movements they	Demonstrate
	learnt skills with	Perform	Perform learnt	Demonstrate	choose	strong and
<u>Evaluate</u>	some control	sequences of their	skills and	precision and		controlled
Talk about		own compositions	techniques with	control in	Use transitions to	movements
what they	<u>Evaluate</u>	with coordination	control and	response to	link motifs	through a dance
have done	Watch and		confidence	stimuli	together smoothly	sequence
	describe	Perform learnt				
Talk about	performances	skills with	Compete against	Use transitions to	Improve with	Combine
what others		increasing control	self and others	link motifs	confidence, still	flexibility,
have done.	Begin to say how			smoothly together	demonstrating	techniques and
	they could	Compete against	<u>Evaluate</u>		fluency across the	movements to
	improve	self and others	Watch, describe	Improvise with	sequence	create a fluent
			and evaluate	confidence, still		sequence
		<u>Evaluate</u>	performances	demonstrating	Ensure actions fit	
		Watch and	effectiveness	fluency across the	rhythm of the	Move
		describe		sequence.	music	appropriately and
		performances and				with required

use what they see	Describe how	Compete/Perform	Use more complex	style in relation to
to improve their	performance has	Perform and	vocabulary to	stimulus
own	improved over	create sequences	compare and	
Talk about	time	with fluency and	improve work.	Show a change of
differences		expression		pace and timing in
between their			Compete/Perform	movements
work and others.		Perform and apply	Perform own	
		skills and	longer, more	Move rhymically
		techniques with	complex	an accurately in
		control and	sequences to	dance sequences
		accuracy.	music	
				Dance with
		<u>Evaluate</u>	Consistently	fluency and
		Watch, describe	perform and apply	control, linking
		and evaluate the	skills and	movements and
		effectiveness of	techniques with	ensuring
		performances,	accuracy and	transitions flow
		giving ideas for	control	
		improvements		Use complex
			<u>Evaluate</u>	dance vocabulary
		Modify the use of	Choose and use	to compare and
		skills or	criteria to	improve work
		techniques to	evaluate own and	
		improve results.	others	Compete/Perform
			performances	Link actions to
				create a complex
			Explain why they	sequence using a
			have used	full range of
			particular skills or	movement
			techniques and	
			the effect they	

		have had on	Perform the
		performances	sequence in time
		•	to music
			Perform and apply
			a variety of skills
			and techniques
			confidently,
			consistently and
			with precision.
			<u>Evaluate</u>
			Thoroughly
			evaluate their
			own and others
			work, suggesting
			thoughtful and
			appropriate
			improvements.

## PE at Maids Moreton – Early Years Outcomes



### **Early Years Outcomes – Gymnastics**

- Initiates new combinations of movement and gestures in order to express and respond to feelings, ideas and expressions (EAD BI 40-60)
- Experiments with different ways of moving (PD M&H 40-60)
- Jumps off an object and lands appropriately (PD M&H 40-60)
- Travel with confidence and skill around, under, over and through balancing and climbing equipment (PD M&H 40-60)

### **Early Years Outcomes – Games**

- Show increasing control over an object in pushing, patting, throwing, catching or kicking (PD M&H 40-60)
- Show good control and coordination in large and small movements (PD M&H ELG)
- Negotiates space successfully when playing racing and chasing games with others, adjusting speed or changing direction to avoid obstacles (PD M&H 40-60)
- Experiment with different ways of moving (PD M&H 40-60)
- Move confidently in a range of ways negotiating space (PD M&H ELG)

#### <u>Early Years Outcomes – Dance</u>

- Move freely and with pleasure and confidence in a range of ways e.g. slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping (PD M&H 30-50)
- Experiment with different ways of moving (PD M&H 40-60)
- Show good control and coordination in large and small movements including negotiating space (PD M&H ELG)
- Enjoy joining in with ring games and dancing (EAD M&M 30-50)
- Begin to move rhymically (EAD M&M 30-50)
- Imitate movement in response to msuci (EAD M&M 30-50)
- Begin to build a repetoire of songs and dances (EAD- M&M 40- 60)
- Sing songs, make music and dan and experience with ways of changing them (EAD M&M ELG)
- Develop preferences in forms of expression (EAD BI 30-50)
- Use movement to express feelings (EAD BI 30-50)
- Represent their own ideas, thoughts and feelings through dance (EAD BI ELG)
- Initiates new combinations of movements and gesture in order to express feelings, ideas and experiences (EAD BI 40-60)